RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

ENGL 111: ENGLISH COMPOSITION I

I. Basic Course Information

A. Course Number and Title: ENGL 111: English Composition I

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring   Year: 2012

D. Sponsoring Department: English

E. Semester Credit Hours: 3

F. Weekly Contact Hours: 3   Lecture: 3   Laboratory: 0

G. Prerequisites/Corequisites: Grade of A in ENGL 050 or ENGL 060, grade of B in ENGL 050 or ENGL 060 with corequisite of ENGL 070, or appropriate score on placement test.

H. Laboratory Fees: None

I. Name and Telephone Number or E-Mail Address of Department Chair: Karen Gaffney, kgaffney@raritanval.edu

II. Catalog Description

Prerequisites: Grade of A in ENGL 050 or ENGL 060, grade of B in ENGL 050 or ENGL 060 with corequisite of ENGL 070, or appropriate score on placement test. English Composition I is the first in a two-course composition sequence. The central purposes of English Composition I are to develop critical reading and thinking skills and to write thesis-driven, text-based essays. The course takes a process-oriented approach to writing that incorporates prewriting, drafting, reviewing, and revising. Students in English Composition I learn basic research skills and apply them to at least one text-based research essay.

III. Statement of Course Need

English Composition I is a first-semester composition course that, together with English Composition II, is a requirement of all degree-seeking students. The course is designed to prepare students with the reading, writing, and critical thinking skills important for

success in courses in college disciplines. This course typically transfers as a first-semester freshman English core requirement.

IV. Place of Course in College Curriculum

    A. Free Elective (This applies automatically to all credit courses in the College.)
    B. This course serves as a General Education course in English Composition.
    C. English Composition I is required of all degree programs.
    D. Course transferability: for New Jersey schools go to the NJ Transfer website, www.njtransfer.org. For all other colleges and universities go to their individual websites.

V. Outline of Course Content

  A. Reading
      1. Critical reading of non-fiction texts with an emphasis on recognizing and analyzing the author's argument.
      2. Making connections between authors' arguments
  B. Writing
      1. Process (prewriting, drafting, reviewing, revising)
      2. Producing essays that analyze and synthesize the authors' arguments
      3. Articulating, developing, and sustaining the student's thesis
      4. Grammar, usage, and mechanics
  C. Information Literacy
      1. Library instruction
      2. MLA documentation style
      3. Responsible use of research material

VI. Educational Goals and Learning Outcomes

    A. <u>Educational Goals</u>

    Students will:
    1. demonstrate a command of writing skills, including fluency, coherence, organization, and control of grammar and mechanics. (GE-NJ 1)
    2. analyze various kinds of texts. (GE-NJ 1)
    3. synthesize ideas in various kinds of texts. (GE-NJ 1)
    4. employ responsible researching and documentation procedures. (GE-NJ IL)
    5. discuss work in a thoughtful, constructive manner that demonstrates analytical thinking and close engagement with texts in small groups and/or class dialogues. (GE-NJ 1)

B. <u>Learning Outcomes</u>

<u>Writing</u>
Students will be able to:
1. write clearly, grammatically and fluently with focus and continuity in standard American English in out-of-class and in-class writings. (Goal 1)
2. exhibit the ability to organize information in order to develop and support a main idea in both in-class and out-of-class papers. (Goal 1, 2, and 3)

<u>Reading</u>
Students will be able to:
3. identify thematic connections among and between various texts. (Goal 2, 3, and 5)
4. explicate readings carefully in both written work and during class discussion and/or group work. (Goal 2, 3, and 5)

<u>Information Literacy</u>
Students will be able to:
5. access, evaluate, and use information effectively and ethically at an introductory level. (Goal 4)
6. compose and revise essays using responsible documentation and research. (Goal 4)

VII. Modes of Teaching and Learning

This course may include the following modes of teaching:
- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. student oral presentations
- F. student collaboration

VIII. Papers, Examinations, and other Assessment Instruments

This course may employ the following assessment methods:
- A. formal out-of-class essays
- B. in-class timed essays
- C. research papers
- D. journals
- E. portfolios
- F. class participation

IX. Grade Determinants

- A. 25 pages of text-based, graded writing

B. 4-5 out-of-class essays of 4-8 pages

C. A minimum of 3 in-class timed essays (including the final in-class essay)

D. At least one out-of-class essay involving text-based research

E. A common departmental final in-class essay synthesizing 2 or more texts

F. Requirement that at least 80% of the student's final grade be derived from graded essays, with the following ranges: 45-55% of the final grade should be out-of-class essays, 25-35% should be in-class timed essays, and 10-20% should be class participation and preparation.

G. Class preparation and participation

X. Texts and Materials

The following types of course materials may be used:

A. Textbook of readings such as:

1. Nancy Comley, et al, *Fields of Reading: Motives for Writing* (current edition) with Gerald Graff and Cathy Birkenstein *They Say I Say* (current edition)

2. Gerald Graff, Cathy Birkenstein, and Russel Durst, *They Say, I Say: With Readings* (current edition)

B. Film

C. Audio sources

D. Web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

A. Library instruction

B. Classrooms with CATT set-up preferred

C. Computer lab preferred

D. Service Learning support where applicable